



## PE Curriculum Intent Progression of Skills and Knowledge for P.E.

### Our Vision for Physical Education

For pupils to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities allowing them to become physically literate enabling a healthy lifestyle to become a way of life. We make learning stick by revisiting previous learning and through effective questioning and practising and applying learnt skills.

### Spirituality Statement for PE

In P.E, all children, are encouraged to show humility, allowing them to develop their own physical literacy and healthy lifestyles, whilst supporting and encouraging others. 'Encourage one another and build each other up' (1 Thessalonians 5: 11). We aim to create a joy of living, community, nature and to a larger meaning or purpose.

#### Cultural Capital

- Every child will experience a dance workshop that has a cross curriculum link to another subject area.
- Every child will take part in competitions by representing their house teams.
- In year 2 the children will attend an Olympic Legacy event at Letchworth Tennis Club, organised by NHSSP.
- During the Spring term all the children take part in a Wellbeing unit where external companies deliver workshops to support the children being physically literate and understanding how they can look after their mental and physical health.

#### Cross Curricular Links

- **PSHE** – Healthy Me links to the Well Being Unit in Spring 2
- **D&T** – Fruit salad in Spring 2
- **Music** – Responding to the rhythm and beat in dance
- **Science** - links to animals and plants in dance

<ul style="list-style-type: none"> <li>The families of our children are invited to join in with events that support them becoming physically literate.</li> <li></li> </ul>	
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<p><b>Composite objectives in P.E in the Early Years Foundation Stage (Reception)</b></p> <p>ELG: <b>Gross Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>ELG: <b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – <b>try to move in time with music.</b></li> </ul>	<p><b>The composite objectives for KS1, from the National Curriculum are:</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
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	Rec	Year 1	Year 2
Locomotion: movement		<p><b>Running</b></p> <p>Explore running using different body parts and different techniques and begin to understand how to run efficiently.</p> <ol style="list-style-type: none"> <li>Develop their running technique applying it into a game and understand where we need to run and why.</li> <li>Apply knowledge of how to run and where to run, while exploring running at different speeds.</li> <li>Apply the correct technique of running as fast as we can in a racing context.</li> <li>Apply pupils understanding and application of running over a longer duration and as part of a team.</li> </ol>	<p><b>Dodging</b></p> <ol style="list-style-type: none"> <li>Explore dodging and learn how to dodge effectively.</li> <li>Develop pupils' dodging technique applying this into games. Develop an understanding of why it is important in to dodge in games.</li> <li>Apply knowledge of how, where and why to dodge, into game situations. Learn the roles of attacking and defending and start to understand when we attack and when we defend.</li> <li>Apply knowledge of how, where and why to dodge in game situations working as a team.</li> <li>Consolidate knowledge of how, where and why to dodge in game situations, working in teams.</li> </ol>

	<p><b>Jumping</b></p> <ol style="list-style-type: none"> <li>1. Explore jumping, in different directions, at different speeds and different levels.</li> <li>2. Explore how and why we jump, using our head, arms and feet, applying the basic jumping technique.</li> <li>3. Develop their jumping technique applying it into a game.</li> <li>4. Explore jumping for distance.</li> <li>5. Explore jumping for height.</li> <li>6. Explore hopping in a variety of ways; in different directions, at different speeds and different levels.</li> </ol>	<p>6. Apply their understanding of running, applying it into a competitive game. Begin to understand the basic principles of attack and defence. Start to develop their understanding of what the consequences could be in a game if we do not run and avoid the defender.</p> <p><b>Jumping</b></p> <ol style="list-style-type: none"> <li>1. Recap jumping, in different directions, at different speeds and different levels. Begin to understand the different reasons when, where and why we jump in different ways.</li> <li>2. Begin to develop their understanding of how to jump efficiently. Recap how we jump applying the most effective technique using our head, arms and feet.</li> <li>3. Explore how jumping affects our bodies. Pupils will apply their jumping skills during a circuit.</li> <li>4. Explore skipping.</li> <li>5. Apply our understanding of jumping and skipping into a game.</li> <li>6. Apply their knowledge of jumping into competitions. Apply a sequence to a Level 1 competition.</li> </ol>	<p>6. Apply knowledge of how where and why to dodge, into a level 1 competition.</p> <p><b>Jumping</b></p> <ol style="list-style-type: none"> <li>1. Consolidate pupils jumping and to apply an effective jumping technique.</li> <li>2. Consolidate pupils knowledge of how, where and why we jump in a game.</li> <li>3. Apply pupils' knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps.</li> <li>4. Pupils jump and skip with confidence.</li> <li>5. Pupils apply their understanding confidently to a game and can explain their understanding.</li> <li>6. Pupils can apply what they have learnt to a game and work as a team effectively.</li> </ol>
	<p><b>Key Vocabulary:</b> Jump land explore experiment direction speed levels distance height hop</p>	<p><b>Key Vocabulary:</b> Speed change direction rules travel listen skills run body parts technique fast team avoid defender attack</p>	<p><b>Key Vocabulary:</b> running speeds attack defence dodging attacking defending competition rules team work  jump/ing speed levels skip/ping competitions hop leap attack defence</p>

		Jump/ing land/ing safely experiment move travel confidence skip/ping space circuit competition confidence	
Gymnastics	<p>High Low, over, under/ body parts</p> <ol style="list-style-type: none"> <li>1. Introduce, 'champion gymnastics' by moving in a high way and explore making high shapes.</li> <li>2. Apply, 'champion gymnastics' by moving in a low way and explore making low shapes.</li> <li>3. Apply, 'champion gymnastics' while exploring how to move safely using apparatus.</li> <li>4. Apply, 'champion gymnastics' to explore movements and shapes in high and low ways on the apparatus.</li> <li>5. Apply, 'champion gymnastics' to explore movements and shapes in high, low, over and under ways on the apparatus.</li> <li>6. Apply, 'champion gymnastics,' to explore movements and shapes in high, low, over and under ways on the apparatus.</li> </ol>	<p>Wide, Narrow and Curled</p> <ol style="list-style-type: none"> <li>1. Apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus.</li> <li>2. Apply 'champion gymnastics' to everything pupils do. Explore movements and balances in a narrow way on the floor and on apparatus.</li> <li>3. Apply 'champion gymnastics' to everything pupils do. Explore movements and balances in a curled way on the floor and on apparatus.</li> <li>4. Allow pupils to continue to explore the three theme words: narrow, wide and curled. Explore different ways of transitioning between each shape using apparatus.</li> <li>5. Explore combining wide, narrow and curled movements together. Introduce, 'linking.'</li> <li>6. Link two movements together. Explore the concept of 'linking.'</li> </ol> <p>Body Parts</p> <ol style="list-style-type: none"> <li>1. Apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.</li> <li>2. Apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus.</li> <li>3. Apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'</li> <li>4. Explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,) changing the combinations on different apparatus.</li> </ol>	<p>Pathways</p> <ol style="list-style-type: none"> <li>1. Apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that pupils can link together.</li> <li>2. Apply 'champion gymnastics' developing different pathways (zig-zag), creating movements that pupils can link together on apparatus.</li> <li>3. Apply 'champion gymnastics' exploring different pathways (curved), creating movements that pupils can link together.</li> <li>4. Apply 'champion gymnastics' developing different pathways (curved), creating movements that pupils can link together on apparatus.</li> <li>5. Apply 'champion gymnastics' to create pupils own sequences.</li> <li>6. Pupils to perform their completed sequences.</li> </ol> <p>Linking</p> <ol style="list-style-type: none"> <li>1. Apply 'champion gymnastics' to explore different movements that pupils can link together.</li> <li>2. Apply 'champion gymnastics' to develop the different movements that pupils can link together on apparatus.</li> <li>3. Apply 'champion gymnastics' to explore different ways pupils can perform the sequence. Jump, Roll, Balance.</li> <li>4. Apply 'champion gymnastics' to develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance.</li> </ol>

		<p>5. Explore adding movement combinations together to create mini sequences.</p> <p>6. Adapt our mini sequences, exploring how we can make them more creative.</p>	<p>5. Apply 'champion gymnastics' to create pupils own sequences.</p> <p>6. Pupils to perform their completed sequences.</p>
	<p><b>Key Vocabulary:</b> low jump land move apparatus champion gymnastics shapes over under along across</p>	<p><b>Key Vocabulary:</b> Apparatus champion shapes champion gymnastic movement balance narrow curl transitioning shape linking wide explore combine</p> <p>Bodyparts balance small parts 'big' 'small' movements champion gymnastics apparatus interesting gymnastics equipment control quietly control</p>	<p><b>Key Vocabulary:</b> champion gymnastics movements balances narrow curled wide linking pathways apparatus</p> <p>champion gymnastics movements big small narrow wide curled sequence jump roll balance perform apparatus</p>
<p>Dance</p>	<p>Nursery Rhymes</p> <ol style="list-style-type: none"> <li>1. Explore different movements using different parts of the body.</li> <li>2. Create their own movement ideas relating to specific words. Pupils will start to add movements together to form a sequence.</li> <li>3. Create simple movement sequences that relate to specific words. Pupils will add their movements together to form a sequence.</li> <li>4. Explore larger scale travelling movements, responding to words or music.</li> <li>5. Respond to words and music using their bodies.</li> </ol>	<p>Growth</p> <ol style="list-style-type: none"> <li>1. Pupils to respond to rhythm and patterns through their movement. Control and co-ordinate their bodies to perform movements through the 'growing' theme.</li> <li>2. Pupils to respond to rhythm and patterns through their movement. Control and co-ordinate their bodies to perform movements, continuing through the 'growing' theme.</li> <li>3. Control and co-ordinate their bodies to perform a motif. Know what a motif is.</li> <li>4. Control and co-ordinate their bodies to perform a motif.</li> <li>5. Use improvisation to explore various dynamics and movement qualities.</li> <li>6. Explore the relationship between two living things, creating movement patterns.</li> </ol>	<p>Explorers</p> <ol style="list-style-type: none"> <li>1. Respond to the stimulus using a range of different, controlled movements. Control and co-ordinate their bodies to perform movements that represent an explorer preparing for an expedition.</li> <li>2. Develop our character work, adding movements, expression and emotion to our motif. Create a 'frozen' position showing a reaction creating an emotion.</li> <li>3. Develop our character work, adding movements, expression and emotion to our motif. Develop motifs with a partner including some different elements of choreography.</li> <li>4. Explore a variety of movements in a character (explorer and jungle animal) with a partner. Extend their sequences developing their characters to add drama and emotion to their dance performance.</li> <li>5. Extend our sequences as our characters (explorer and jungle animal). Bring together their sequences exploring the relationship between the explorer and wild animal. Develop their characters</li> </ol>

			<p>to add drama and emotion to their dance performance.</p> <p>6. Consolidate our learning from previous suggested sequences of learning performing a sequence with extended movements.</p> <p>Water</p> <ol style="list-style-type: none"> <li>1. Explore and respond to a stimulus through structured tasks. Feedback by describing and interpreting the movement you see.</li> <li>2. Initiate whole group movement and to understand how to work safely in the dance space, responding to music through movement.</li> <li>3. Use improvisation to explore various dynamics and movement qualities. Use descriptive language to discuss these various movement qualities.</li> <li>4. Use our whole body to create sequences of movement. Perform individual movement sequence as part of a larger group performance.</li> <li>5. Explore and respond to music as a stimulus. Use improvised movement to explore various changing sound dynamics.</li> <li>6. Use basic actions as an individual and in sequence.</li> </ol>
	<p><b>Key Vocabulary:</b> big actions listening explore movements clear travel/ling</p>	<p><b>Key Vocabulary:</b> Rhythm patterns movements control co-ordinate motif actions perform improvisation create practise</p>	<p><b>Key Vocabulary:</b> rhythm patterns movement control co-ordination perform motif controlled expression emotion frozen position character sequence drama partner</p>
Ball skills hands	<p>1. Explore different ways of using our hands to move with a ball. Explore different ways of pushing a ball. Learn the meaning of the word control and</p>	<p>1. Develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender. Pupils will explore different ways of sending (passing) the ball to their partner.</p>	<ol style="list-style-type: none"> <li>1. Develop dribbling in order to keep control and possession of the ball.</li> <li>2. Develop passing and receiving in order to keep possession of the ball.</li> </ol>

	<p>start to understand why it is important to keep the ball close to them.</p> <p>2. Explore different ways of using our hands to move with a ball. Explore different ways of rolling a ball. Learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p> <p>3. Explore different ways of using our hands to move with a ball. Explore different ways of bouncing a ball. Learn the meaning of the word, 'control,' and start to understand why it is important to keep the ball close to them.</p> <p>4. Explore different ways of using our hands to move with a ball. Continue to explore and develop different ways of bouncing a ball whilst moving into space. Learn the meaning of the word, 'control,' and start to understand why it is important to keep the ball close to them.</p> <p>5. Explore different ways of using our hands to move with a ball. Continue to explore different ways of rolling and pushing a ball. Work with a partner and begin to understand why it is important to be part of a team.</p> <p>6. Explore different ways of using our hands to move with a ball, keeping control. Continue to explore different ways of rolling, pushing and bouncing a ball with a partner. Learn the meaning of the word defender and what this means when playing games.</p>	<p>2. Learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball</p> <p>3. Continue to develop their understanding of why we aim when sending a ball. Pupils will learn why we need to send a ball using different force and speeds.</p> <p>4. Explore different ways of stopping a ball with our hands.</p> <p>5. Develop different ways of stopping a ball with our hands, preventing pupils from passing the ball. Pupils will combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.</p> <p>6. Use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.</p> <p>1. Introduce throwing (underarm). Pupils will understand how we throw a bean bag underarm and why.</p> <p>2. Develop throwing (underarm) a beanbag. Pupils will understand how we throw a bean bag underarm and why, applying this into a game situation.</p> <p>3. Work in a team and apply the underarm throw in a competitive situation.</p> <p>4. Explore different ways of stopping a ball using our hands. Pupils will apply their learning of stopping a ball into a game.</p> <p>5. Develop pupils' ability to accurately roll a ball towards a target. Pupils will apply their prior knowledge of where we send a ball and why, in order to score points to beat an opponent.</p> <p>6. Consolidate pupils' ability to accurately roll a ball towards a target. Pupils will combine their sending and stopping skills, applying their prior knowledge</p>	<p>3. Combine dribbling, passing and receiving in order to keep possession of the ball.</p> <p>4. Develop dribbling in order to keep possession and score a point.</p> <p>5. Develop passing and receiving in order to keep possession and score a point.</p> <p>6. Combine dribbling, passing and receiving in order to keep possession and score a points.</p> <p>1. Develop pupils' execution of an underarm throw and to extend their understanding of why we need to be accurate when we throw.</p> <p>2. Consolidate pupils' execution of an underarm throw and to further extend their understanding of why we need to be accurate when we throw. Pupils will experience a competition against other pupils, developing their ability to collaborate.</p> <p>3. Work in a team, applying their understanding of underarm throwing and the basic principles of attack vs defence to win a game.</p> <p>4. Apply their understanding of underarm throwing to beat their opponent.</p> <p>5. Introduce overarm throwing, applying their understanding of overarm throwing to win a game.</p> <p>6. Apply the principles of attack vs defence in a competition.</p>
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		of where we send a ball and why to score points to beat an opponent.	
	<p><b>Key Vocabulary:</b> push roll dribble pat bounce control defender aiming</p>	<p><b>Key Vocabulary:</b> Throwing aim rolling target opponent accurately attack defence</p>	<p><b>Key Vocabulary:</b> throwing underarm roll score opponent competition attack defence dignity batting fielding</p> <p>throwing underarm overarm aim rolling target catching stopping score opponent</p>
Ball Skills Feet	<p>1. Explore different ways of using our feet to move with a ball. Explore what happens when they kick a ball using different parts of their feet. Begin to understand how we control a ball.</p> <p>2. Develop using our feet to move with a ball. Learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p> <p>3. Develop dribbling using our feet to move with a ball. Develop their technique of dribbling the ball and understand why this is the most effective way to dribble, keeping control.</p> <p>4. Understand where to dribble and why. Pupils will continue to develop their technique of dribbling the ball.</p> <p>5. Explore moving with a ball. Pupils will continue to develop dribbling skills and their understanding of dribbling a ball.</p> <p>6. Develop pupils' kicking and dribbling skills during competitions. Pupils will learn how to collaborate and work together with their partner and in small groups.</p>	<p>1. Develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them.</p> <p>2. Develop using the inside and outside of their feet to dribble the ball.</p> <p>3. Apply their dribbling technique, keeping the ball away from their opponents.</p> <p>4. Develop their dribbling technique keeping the ball away from their opponents and begin to understand the consequences of what happens if they do not dribble into space, keeping the ball close to them.</p> <p>5. Work with a partner and begin to understand how to kick a ball towards a target. Begin to understand why we need to be accurate when kicking (passing) a ball.</p> <p>6. Develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team.</p>	<p>1. Develop dribbling using our feet in order to keep control and possession of the ball</p> <p>2. Develop passing and receiving using our feet in order to keep possession of the ball</p> <p>3. Combine dribbling, passing and receiving using our feet in order to keep possession of the ball.</p> <p>4. Develop dribbling using our feet in order to keep possession and score a point</p> <p>5. Combine dribbling, passing and receiving using our feet, in order to keep possession and score a point.</p> <p>6. Apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p>
	<p><b>Key Vocabulary:</b> feet ball kick control close dribble technique moving</p>	<p><b>Key Vocabulary:</b> Kick/ing control technique dribbling team work partner target passing</p>	<p><b>Key Vocabulary:</b> control dribble opponents target accurate passing dribbling control receiving possession speed direction rules</p>

<p>Games</p>	<p><b>Games for Understanding</b></p> <ol style="list-style-type: none"> <li>1. Understand why it is important to take turns when playing a game.</li> <li>2. Understand why we need to keep the score during a game.</li> <li>3. Understand why we need to follow the rules during a game. Pupils will understand why games have rules and understand the consequences if the rules of the game are not followed.</li> <li>4. Explore different ways of avoiding a defender. Explore simple principles (evasive skills) to avoid being tagged. Start to understand what the consequences are if they are tagged in a game.</li> <li>5. Explore simple principles to prevent the attackers from scoring. Pupils will start to understand what the consequences are if they do not tag an attacker in a game.</li> <li>6. Apply their understanding of attacking (fish) and defending (sharks), applying it into a competitive game.</li> </ol>	<p><b>Playground games</b></p> <ol style="list-style-type: none"> <li>1. To be able to play a game and follow the rules.</li> <li>2. To work as a team to win a game</li> <li>3. To play circle games</li> <li>4. To play games involving defending and attacking</li> <li>5. Understand and play a game by the rules</li> <li>6. Invent a game using what they have learnt so far that involves keeping score and competition.</li> </ol> <p><b>Games for understanding</b></p> <ol style="list-style-type: none"> <li>1. Learn what 'attacking' means and why we attack during a game and understand the basic principle of attack.</li> <li>2. Apply simple attacking principles into a game situation.</li> <li>3. Understand the basic principles of defence. Pupils will learn what 'defending' means and why we defend during a game. Pupils will understand why we need to prevent the attackers from scoring.</li> <li>4. Apply simple defending principles into a game situation.</li> <li>5. Consolidate pupils' knowledge of how, where and why to attack in a game.</li> <li>6. Consolidate pupils' knowledge of how, where and why to defend in a game.</li> </ol>	<p><b>Games for understanding</b></p> <ol style="list-style-type: none"> <li>1. To create and understand simple attacking principles, applying them as a team into a game. Develop their understanding of what 'attacking' means and when and why we attack as a team during a game.</li> <li>2. Develop their understanding of what 'defending' means and when and why we defend as a team during a game.</li> <li>3. Understand the transition from defence into attack and how their role changes from defence to attack.</li> <li>4. Create and understand simple attacking tactics applying them as a team into a game. Refine their understanding of what 'attacking' means and when, where and why we attack as a team during a game.</li> <li>5. Create and understand simple defending tactics applying them as a team into a game. Refine their understanding of what 'defending' means and when, where and why we defend as a team during a game.</li> <li>6. Apply pupils' knowledge and understanding of attacking and defending, into mini games (level 1 competition).</li> </ol>
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	Key vocabulary: take turns game score rules consequences avoid defender consequences prevent attacker competitive competition	Key vocabulary: Game team strategies defend attack rules invent defending attacking lead Speed change direction defenders space running rules defending directions attacking	Key vocabulary: attack / attacking defence/ defending tactics rules
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## PE Curriculum Implementation

What resources do we use to support the implementation of the PE curriculum and why?

We use Complete P.E which was designed by qualified P.E. teachers because staff were lacking in confidence when teaching PE, pupils were spending long periods inactive and were not physically or cognitively challenged during their lessons. This meets the needs of our pupils because Complete P.E. provides progressive units of work, with activities that challenged physical, cognitive, social and emotional learning and we adapt the planning to ensure the children are secure in the necessary knowledge and skills before progressing them further to address school wide gaps in this area. We required a scheme of work that provides a comprehensive framework for teachers to follow to ensure high quality PE. We believe that Complete P.E. has all the components; progressive plans, interactive videos and CPD videos that would support teachers to plan, deliver and assess consistent high-quality PE when used with our progression of skills. It is a sustainable source that is updated and reviewed by its creators to ensure it is up to date and reflects developments in the P.E. curriculum. This is evident in the fact that this year they have added CPD videos for delivering a lesson during Covid 19 and a wellbeing unit has been added.

How do we implement the PE curriculum?

- We use a mastery approach because we want the children to be secure and confident in key skills and knowledge that will help them to make good progress in the subject.
- Through ongoing CPD through the NHSSP so that staff have expert knowledge in PE teaching
- Through clearly presented key concepts
- Clear articulation of content and knowledge.
- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils' participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Through group and paired discussions and activities that aid understanding
- The next lesson in a sequence is taught after assessment of the prior lesson to ensure that the cohort's needs are met.
- We use Robin Lauder's, 'Making learning stick' strategies to help pupils embed key concepts in their long-term memory so that they can apply them fluently. In every PE lesson we revisit previous learning to enable pupils to remember prior learning through interweaving and retrieval practise.

- New knowledge and skills are built on what has already been taught
- The PE curriculum is taught remotely for pupils who are not able to attend school.
- Effective questioning techniques aid learners' progress
- We adapt teaching at the point of learning to ensure the needs of learners are met and that they can continue to progress in sequence.
- Dual coding – presenting concepts both verbally and visually to enhance retrieval from memory.

How do we assess the PE curriculum?

- Assessment in PE takes place at the point of learning as part of formative assessment. Pupils are given direct feedback to aid immediate progress and address misconceptions.
- Assessment at the point of learning assists teachers to plan the next steps for the next.
- Teachers identify a pupils' attainment by identifying their place within the progression of skills and where this fits in relation to the steppingstones between the expectations for a particular term and the milestones at the end of the term.